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TOWARD A WESTERN CONSORTIUM
FOR CANADIAN STUDIES
CURRICULUM DEVELOPMENT



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TOWARD A WESTERN CONSORTIUM

FOR CANADIAN STUDIES

CURRICULUM DEVELOPMENT

A Preliminary Proposal
for Curriculum Studies to
Be Undertaken by a Proposed Western
Consortium for Canadian Studies Curriculum Development

Prepared by

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For Consideration by the Steering Group for the Proposed Consortium,

Meeting in Kelowna, British Columbia

September 26-27, 1969

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FOREWORD

In 1968, A. B. Hodgetts' report What Culture? What Heritage? was published.¹ This report was based on a two-year study of the teaching of Canadian studies -- that is, Canadian history, social studies, and civics -- in our elementary and secondary schools. In his report, Hodgetts presents evidence that there exists what can only be described as a deplorable state of affairs in the teaching of Canadian studies.

Item: 65 per cent of school libraries had no books on English-French relations.²

Item: Of the English-speaking students who wrote Hodgetts' "open-ended essay," 47 per cent thought they knew more American than Canadian history, and 71 per cent of them found it more enjoyable.³

Item: In 18 per cent of the classes visited by Hodgetts and his staff, the students were described as "actively bored"; another 17 per cent, "passively bored"; and 41 per cent, "mechanical."⁴

¹A. B. Hodgetts, What Culture? What Heritage? Toronto: The Ontario Institute for Studies in Education, 1968.

²Ibid., p. 60.

³Ibid., p. 21.

⁴Ibid., pp. 59-60.

"The majority of English-speaking high school graduates," Hodgetts writes in summary, "leave the Canadian studies classroom without the intellectual skills, the knowledge and the attitudes they should have to play an effective role as citizens in present-day Canada. What they do remember has neither practical nor aesthetic value; it has not enriched their minds. . . . Canadian studies do not give to most of our young people a constructive sense of belonging to a unique, identifiable civic culture."⁵

Hodgetts concludes his report with a recommendation that a Canadian Studies consortium be established to implement a national curriculum development plan designed to make "radical changes" in the teaching of Canadian studies in our elementary and secondary schools. Included in his recommendation is the idea of regional centers as the means through which the curriculum development plan

⁵ Ibid., pp. 116-7.

would be implemented.

A number of events have brought Hodgetts' recommendation to the brink of realization:

- (1) the establishment of a Canadian Studies program at the Ontario Institute for Studies in Education, under the chairmanship of Dr. E. J. Ingram.
- (2) a three-day Invitational Feasibility Conference held in Toronto, February 20-22, 1969, involving over 100 delegates representing the whole range of Canadian education. The conference (which was sponsored by the Ontario Institute for Studies in Education) recommended that a Canadian Studies Foundation be established with A. B. Hodgetts as the first chairman.
- (3) a three-day Canadian Studies Conference, again sponsored by the Ontario Institute, held at Trent University, May 26-28, 1969, involving 57 delegates

(all but five from central Canada). This conference reported on progress toward establishing the Canadian Studies Foundation and wrote guidelines for the development of programs.

The impetus toward establishing a western consortium for curriculum development in the area of Canadian Studies came largely from the three western delegates to this second conference: Dr. L. W. Downey, Director, Alberta Human Resources Research Council; Mr. John S. Church, Assistant Director of Professional Development, British Columbia Teachers' Federation; and Dr. George S. Tomkins, Faculty of Education, University of British Columbia.

At their initiative, a planning group was called together to meet in Calgary on June 27-28, 1969. This group (the members of which are identified elsewhere in this document) reviewed briefly the findings of the Hodgetts Report, considered the feasibility of

establishing a western consortium for Canadian Studies, and discussed in some detail suggestions for the initial curriculum focus of such a consortium.

An "action committee" consisting of Mrs. Hilda Symonds of the University of British Columbia and Dr. Gordon McIntosh of the Alberta Human Resources Research Council was constituted and assigned the task of drafting a preliminary proposal for establishing a western regional center for curriculum work in the area of Canadian studies. The document which follows is the product of their work.

This proposal can be seen as the western response to the challenge posed by Hodgetts. We are concerned to the point of dismay with his findings, and have therefore committed ourselves to do what we can toward helping Canadian students develop a "sense of belonging to a unique, identifiable civic culture."

It would be presumptuous on our part to attempt to tackle the whole spectrum or, indeed, even to lay claim to a complete knowledge of what our unique civic culture might be. However, surely it has to do in part (as our best poets and painters have recognized) with the magnificent natural environment with which we have been endowed and with the man-made environment we are creating. The former sets exacting standards for the latter, standards which to date we have fallen far short of attainment.

As the pace of change accelerates and as the instruments of technology become more and more powerful, even the vast Canadian landscape appears to be shrinking; within our towns and cities familiar vistas disappear almost overnight. Our political decisions, which in a democratic society must be collective decisions, become increasingly complex and the citizen becomes increasingly frustrated. If the quality of our natural landscape is to be conserved and if the quality of townscape is to be improved, we -- the Canadian people -- need to

learn to control our environment. We need to develop a civic culture committed to excellence in community and regional development, a culture which will not fall too far short of the standards implicit in our land's austere beauty and challenge.

It is our conviction that this can be achieved, at least in part, through education. We need new approaches and techniques specially suited to develop understanding of the environment and concern for its quality. The process of environmental education must begin early and be continued throughout life. It must have a broad approach and the assistance of many disciplines. As the student becomes increasingly concerned with his environment he will be able to bring new insights as he approaches his studies of history, geography, sociology, political science, economics, biology, art, and literature. To understand the Canadian present he will need to understand the Canadian past and to help to develop the future he will need understanding and skills of many kinds.

We are proposing, therefore, a curriculum development project which will focus on the urban, man-made environment in its relation to the region. Through this approach it is our aim to help our students to develop a commitment to what might be the Canadian equivalent of the Athenian pledge, "that in all these ways, we may pass on this city, greater, better, more beautiful than it came to us."

THE PROPOSAL

The intent of this proposal is two-fold: (a) to recommend creation of a western consortium for curriculum development in the area of Canadian Studies, and (b) to outline a proposed initial area for curriculum studies by the consortium.

We urge in this proposal that the first thrust of the western consortium deal with the effects of urbanization on the environment in which we live. The reasons for this recommendation are presented below. Before these are considered, however, we wish to emphasize that this curriculum area should be seen as an initial (albeit very important) effort which, if carried through successfully, might well lead to the consortium taking on other curriculum problems in the area of Canadian Studies.

Stated another way, we believe that creation of the consortium is important in and of itself, apart from the particular curriculum area which it may initially address. Such a consortium would serve

as the vehicle by which curriculum development expertise (including project design and management, evaluative techniques, and production and dissemination of materials and procedures) would be conserved for application to a series of Canadian Studies curriculum projects.

Such skills and experience are not commonplace and, once assembled in a functioning team, should be nurtured on a continuing basis to address the continuing curriculum development needs which we foresee in the area of Canadian Studies.

Nevertheless, the consortium would be assembled in the first instance to address a particular curriculum problem, one sector of the total domain of Canadian Studies. We refer to this initial project by the title, "The School and the City." The remainder of this proposal considers the form this initial project would take.

Short Title: The School and the City

Purpose: The purpose of this project is to develop and assess materials and methods to assist the Canadian school student in understanding the impact of urbanization on his environment. More specifically, the project is directed toward creating the circumstances for learning in which the student can develop the following characteristics:

- (a) is able to observe and describe with increasing depth and sensitivity the environment in which he lives;
- (b) asks questions about his environment and, as a result, is motivated to identify and interpret the forces which shape it -- economic, technological, social, and cultural;
- (c) is able to bring to the analysis of urban issues a variety of perspectives and modes

of inquiry;

- (d) analyzes and evaluates plans for the development and redevelopment of his environment on the basis of discriminating social values and aesthetic standards;
- (e) has sufficient knowledge of the procedures and problems of urban and regional planning to enable him to play an effective citizen's role in environmental development; and
- (f) develops feelings of personal efficacy by learning how to act in improving the quality of his environment and is thus enabled to participate effectively in decision-making situations.

Rationale: Curriculum work in Canadian studies could address a wide range of possibilities -- the history and culture of our native peoples, social history of Canada, the

contributions of the various immigrant groups to the Canadian mosaic, the effects of geography and economics on regional development, to name but a few. Thus, a curriculum project in Canadian studies must choose from among a set of strong possibilities.

We have chosen a single theme as the beginning point

The
Urbanization
Theme

for activities of the western regional center for

Canadian Studies curriculum development -- The School

and the City. Why do we choose this theme as the entry

point for our curriculum development activities?

First, we choose this theme because Canada is already predominantly an urban country and is rapidly becoming even more urban. By 1980, eight out of ten Canadians will be urban residents, and six out of ten will be concentrated in 29 metropolitan areas and large cities

of 100,000 and over.¹ Over the next decade the pace of urbanization in Canada will continue to be the highest among the major industrial countries of the world.²

The impact of the city reaches out to our nonurban minority, moreover, because the city is representative of a way of life which extends itself well beyond city borders through the various media of communication, blurring rural-urban distinctions in values and life styles.

Urbanization is a world-wide phenomenon, of course, but it has a distinctive Canadian expression. For us to continue to depend on United States' and British source materials is to risk distortion of our understanding

¹Economic Council of Canada, Fourth Annual Review: The Canadian Economy from the 1960's to the 1970's (Ottawa: Queen's Printer, 1967), p. 223.

²Ibid.

of the Canadian urban environment. Our "inner-city" problems are not identical with those encountered by the Americans and the British, nor are our other problems of housing, transportation, and coordinated urban development. Problems universally encountered by countries in the throes of urbanization take on unique forms through the interplay of historical, cultural, geographic, economic, and other factors. For us to understand our urban environment we must study it in the Canadian context.

On the other hand, once we understand our own urban problems we are in a position to understand urbanization as it occurs in other countries, including the underdeveloped nations of the world.

We should not underestimate the need for urgency in developing curricula which will help students see their

environment with "new eyes." Within a democratic political framework, the citizen plays a key role in shaping the urban environment. He plays this role by default if he opts out from involvement. He can play it positively by bringing his influence to bear on the various processes of urban planning. Our students must learn the lessons of older urbanized areas. Already we can begin to see the shape of things to come -- pollution, apathy and alienation, uneconomic and un-aesthetic land use. The Economic Council describes the present urban situation in these terms:

Shortages and inadequacy of urban housing, traffic and transport problems, air and water pollution, the confused jumble of conflicting land uses, decaying neighbourhoods and monotonous suburbs, urban poverty and social disturbance, steadily rising property tax burdens and the frustrations of municipal administration -- these are familiar burdens to the average Canadian city dweller today.³

³Ibid., p. 191.

the Prairie Region.⁴ In the latter, the increase in urban population will equal the present combined populations of Winnipeg, Saskatoon, and Calgary!⁵ On the west coast the population of metropolitan Vancouver will climb to substantially over one million.⁶

Despite this rapid urban growth, the problems of older urban areas are still in their incipient stages in western Canada. From the standpoint of public policy, earlier experience can be drawn upon and old errors avoided.

The high priority of urban problems for a western consortium on Canadian Studies is further indicated by the intentions of the Province of Alberta to commission

⁴ Ibid., p. 188.

⁵ Ibid.

⁶ Ibid., p. 190.

a major study of urban problems in the autumn of 1969.

The high school curricula in both Alberta and British Columbia make provision for the study of urban problems.

There seems to be general receptiveness to urban studies as a priority both for social development in general and for curriculum development work in particular.

Relation-
ship to
the Overall
Canadian
Studies
Effort

There would seem to be two principal ways in which this proposed project relates to the overall Canadian Studies curriculum development effort. The first way has to do with the products of the proposed project; the second, with the procedures to be adopted in carrying the project forward.

Although the proposed project would be based in western Canada, the intent of the project is to develop fundamental approaches to urban studies which could be used in schools across the country. Deliberate efforts would be made to disseminate widely the various products

of the western regional Canadian Studies group, to show their applicability and ways in which they could be adapted to local conditions from coast to coast.

But the overall Canadian Studies effort is aimed not only at the development of curricula, but also at devising new approaches to curriculum development.

The proposed project will emphasize teacher (and student) involvement in development work, and will be more oriented to the "here and now" than is usual in most Canadian social studies programs. In these senses, our project is based on assumptions fundamental to the overall Canadian Studies effort.

Finally, our project emphasizes the involvement of students in a critical aspect of Canadian life. The intent of our proposed curriculum is to assist in the development of aware and involved citizens. In this

respect, also, our efforts are complementary to the total thrust of the Canadian Studies effort.

Objectives: We must first distinguish between various levels of objectives. At the first level there are what we might call project objectives. These address the question, "What is the project going to do?" on the most general level. Will the project develop materials? Will it devise in-service teacher education programs? Such questions are answered when the project objectives are stated.

Moving to a higher level of specificity we come to the area objectives (general). For example, if one of the project objectives calls for the development of curriculum materials, then the general curriculum objectives would lay out the specifications for development work in this area. Here we would ask the question: what do

we want to accomplish with the proposed curriculum?

What kinds of changes do we want to bring about in

the students who use these materials? So we might

formulate the following objective: the student can

observe and describe the urban environment in which he

lives with sensitivity and in depth. This is an area

objective (general).

But such objectives point in imprecise directions at

best. The guideposts for arriving at the desired de-

stination are set by the specific objectives which are

formulated in behavioral terms. Through such objectives

we operationalize the general objectives. An example

of a specific objective related to the general objective

stated above might be: the student can make an inventory

of land use in his immediate neighborhood.

And so we proceed in formulating levels of objectives

of ever greater specificity. The more generally formulated objectives set the frame of reference within which the next level of more specific objectives is written.

It will be our intent here only to set the basic frame of reference and to give indications of how this might be moved to a higher level of specificity. The writing of the specific (behavioral) objectives must, of course, be a task for the curriculum writers as the project moves into full operation.

We suggest the following four project objectives as the basic frame of reference for the project:

- (1) to formulate a set of principles on which
to base development of methods and materials
for studying the effects of urbanization.

It is necessary to formulate a curriculum rationale by

which selection of specific objectives (hence, content and methods) can be guided. This curriculum rationale could be formulated in a number of ways. For example, it could be expressed in terms of the key themes used by the U.B.C. project, "The Teacher and the City":

- (a) The city is organic in nature.
- (b) The city is the people.
- (c) The city is a system within systems.
- (d) The city is a work of art.
- (e) The city is a way of life or a state-of mind.
- (f) The city is a school.

In Goodlad's terms, these would be referred to as the "organizing elements" of our proposed project, i.e. the unifying elements which tie the various parts together into a meaningful whole.⁷

⁷ John I. Goodlad, School Curriculum Reform in the United States (New York: The Fund for the Advancement of Education, 1964), p. 53.

Alternatively, the rationale could be a model of the process by which the individual relates to his community and learns to assume a share of responsibility for it:

- (a) He learns to "see" his environment with a new depth and clarity; he learns to ask questions and through them acquires an ever more sensitive understanding of the processes, events, and relationships in his environment.
- (b) He becomes identified with his environment, i.e. he feels as if he is part of the processes by which it functions.
- (c) He becomes actively involved in the public affairs of his community.
- (d) He formulates his aspirations for a better life in his community and communicates his ideas to others, i.e. he engages in the

creative work of the citizen.⁸

These two approaches to formulating a curriculum rationale are put forward only as suggestions, to underline our contention that a rationale must be developed to serve the essential function of giving focus and structure to this multidisciplinary curriculum project.

- (2) to develop procedures and programs for teacher education.

The preparation of teachers for a curriculum which addresses the effects of urbanization on the environment

⁸ In essence, we are referring to an idealized process of political socialization in this four-stage model, i.e. we are talking about the stages through which a child/young adult develops his political orientations. Robert D. Hess condemns the present outcomes of political socialization processes as follows: "In short, much of the political socialization that takes place at elementary- and high-school levels is lacking in candor, is superficial with respect to basic issues, is cognitively fragmented, and produces little grasp of the implications of principles and their application to new situations." See Robert D. Hess, "Discussion: Political Socialization in the Schools," Harvard Educational Review, XXXVIII: 528-536 (Summer, 1968), p. 532. His diagnosis of the causes for this sorry state of affairs is required reading for participants in this project.

will be a major task of the project. As noted above, the teachers must be trained on a multidisciplinary basis. The range of disciplines relevant to understanding the urban environment is extensive -- planning, urban geography, sociology, biology, to name but a few.

Thus, the proposed curriculum project is a direct challenge to the more usual compartmentalized, separate-discipline approach to education. The urban studies teacher must be seen as a coordinator of disciplines.

The project, then, will develop multidisciplinary modes of teacher education (in-service and pre-service), having two kinds of objectives: (a) equipping teachers with the necessary knowledge, skills, and attitudes: and (b) facilitating interchange of ideas between teachers of different disciplines.

- (3) to develop methods and materials for studies
of urbanization.

Three factors will be considered here -- methods, materials, and learning settings. Learning settings are of particular relevance. Normally, they are considered a given or near-given element in program development. The learning setting is the school classroom or some special facility within the school, often called a laboratory. Learning settings would be a great deal more varied in the proposed project, however. The community itself would be used extensively as an instructional setting. The proposed curriculum would be very much at variance with the ivory tower concept of education and educators. It would be directed toward building community bridges; in significant degree, it would be education-in-community.⁹

⁹For excellent discussions of this idea, see Fred M. Hewmann and Donald W. Oliver, "Education and Community," Harvard Educational Review, XXXVII: 61-106 (Winter, 1967); Fred M. Hewmann, "Discussion: Political Socialization in the Schools," Harvard Educational Review, XXXVIII: 536-545 (Summer, 1968); and Joseph C. Grannis, "The School as a Model of Society," Harvard Graduate School of Education Association Bulletin, XXI: 15-27 (Fall, 1967).

Procedures directed toward development of methods and materials need careful consideration. There is now in education an extensive body of technique for course content improvement through large-scale curriculum projects. We have in mind the development of materials in multimedia, including materials for independent study. These will be carefully field tested, evaluated, and the conditions for optimal use specified. Carefully edited local materials will figure heavily in the project.

Closely related to both materials and settings is a third factor which might be called "models of inquiry." Here we have in mind the encounter between the student and the materials and settings in which he operates. The fundamental question is: how do we arrange the various contingencies so as to draw the student into an inquiring mode? Our aim would be to develop a variety

of teaching procedures by which inquiry becomes the principal learning mode.

- (4) to examine the implications of the program
and to determine its various effects.

The development and implementation of effective programs of urban studies in the schools have implications for all forms of post-secondary education, including adult education. Ultimately, there would be changes in the political attitudes and behavior regarding urban issues among students who have undertaken such studies. The proposed project would undertake to assess these effects and to consider their various implications.

Key

Assumptions: Implicit in the foregoing have been a number of assumptions which must be identified and clarified. The first has to do with our definition of curriculum development. We do not think of curriculum as a prescribed course of

study laid down by a provincial Department of Education.

Rather, we think of curriculum as consisting of "the

lessons and tasks to be learned and performed by the

students."¹⁰ Our goal is to develop tested alternatives

for use by teachers and students, at the time and place

of their choosing, in independent, small group, and

entire class study. Materials would be developed and

tested for use by students at differing levels of

maturity, from kindergarten through the twelfth grade.

Our task in the project is three-fold: (a) clarify

the specific objectives; (b) determine the organizing

elements; and (c) develop the "organizing centers,"

i.e. the "topics, problems, units, events or focal

points, designed to stimulate appropriate behavior on

the part of the students."¹¹

¹⁰Goodlad, loc. cit.

¹¹Ibid.

It would be premature to begin, in this proposal, the tasks outlined above. This is the work of the project itself. We can, however, identify the principles underlying the carrying through of these tasks, and outline several examples of the kind of "organizing centers" we might develop. We summarize as follows what seem to us to be the principles which should guide our development work:

- (a) Certain skills would be continually nurtured, using materials and methods suitable for students at differing stages of development. These skills would include: (1) observation and description; (2) classification and ability to state generalizations from data; (3) discrimination -- ability to make judgments using aesthetic and social criteria; (4) problem-solving abilities; and (5) skill

in group decision-making processes.

- (b) As the student matures, there would be corresponding systematic changes in the focus of materials: (1) from the immediate, local effects of urbanization to examination of the implications of urbanization as a world-wide phenomenon; and (2) from the physical aspects of the urban environment to the social, political, economic, and aesthetic aspects.
- (c) Maximum use would be made of the community and its resources. As little as possible would be done through second-hand experience. There would be an emphasis on up-to-date, current materials.
- (d) The materials would be multidisciplinary in nature and could be used within the existing framework provided by current courses and programs.

- (e) An emphasis would be placed on student involvement in the selection of materials for study, as well as student involvement in the life of the community.

As pointed out above, these assumptions would be reflected in the objectives for students, the organizing elements, and organizing centers of the curriculum. These "organizing centers" could take a variety of forms. For purposes of illustration only, three such forms are discussed briefly below:

The Episode. A National Science Foundation-funded project, sponsored by the American Sociological Association, known as Sociological Resources for the Social Studies, has developed the "episode" as its "organizing center."¹² Each episode (which occupies about ten classroom

¹²Information brochure of Sociological Resources for the Social Studies. Further information can be obtained by writing to SRSS, 530 First National Building, Ann Arbor, Michigan 48108.

periods) is designed so that the student can experience sociology firsthand. Students participate in gathering, classifying, and analyzing data through laboratory and field exercises. Some of the episodes under development are: Cross-Cultural Studies in Urban Patterns, Migration to Cities, The Family and Divorce, The Kid Who Had a Thing for Lincolns: A Study of Juvenile Delinquency, and Hypothesis Testing in the Social Sciences. In total, some thirty-six such episodes will be produced.

Newmann's "Action Experiences." A totally different "organizing center" has been suggested by Fred Newmann of the University of Wisconsin.¹³ Newmann would have students undertake "action experiences" ranging from "detached study and observation in the field to apprenticeship to leadership." The purpose of each is to help the

¹³Fred Newmann, op. cit., pp. 540-5.

student to operate more effectively within the political system, to learn to use various kinds of influence -- election campaigning, lobbying, letter-writing, canvassing, petitioning, and so on. Various agencies, including political parties, churches, and ad hoc committees, would share responsibility with the school for supervising the student undertaking an "action experience." A "community resource specialist" employed by the school would seek out action possibilities in the community to be undertaken by students.

Invitations to Inquiry. A kind of "organizing center" introduced to the teaching of the sciences by Joseph J. Schwab may be applicable to the studies envisaged in this proposal. The purposes of the "invitations" are: (a) to show students how knowledge arises

¹⁴See Joseph J. Schwab, Biology Teachers' Handbook (New York: John Wiley and Sons, Inc., 1963), Chapter 4, "The Nature and Use of Invitations to Enquiry."

from the interpretation of data: (b) to show that the interpretation of data depends on concepts and assumptions which change as our knowledge grows; (c) to show that because these principles and concepts change, knowledge changes also; and (d) to show that knowledge does not change in arbitrary ways but for good reason. The "invitations" draw each student actively into an inquiring mode, e.g. a simple "invitation" may only call for the student to draw a conclusion from data that have been provided. As the student learns the skills of inquiry, the "invitations" become progressively more complex.

In the above we have outlined examples of the kind of development work that might go forward. At a very early stage in moving the project to an operational footing, a complete inventory of possibilities and an assessment of their appropriateness for this project

should be undertaken.

Project

Development

A curriculum development project such as we propose must be mission-oriented. That is, it must be so planned and organized that the creative contributions of the people involved can be coordinated toward the achievement of goals which would elude a comparable group of investigators working only on "their own thing." This is not an easy state of affairs to bring about. We must attempt to establish a plan for project activities and an organizational framework to coordinate these activities which reinforces creative efforts and brings these into productive interaction. At the same time, we do not wish to compromise our commitment to the mission orientation. In the material which follows we have attempted to define the circumstances in which both creative individual effort and a mission orientation are possible.

In particular, this section deals with the various aspects of project planning, organization, and management.

We answer the question: how does the job get done? Six

aspects are considered: (a) project organization;

(b) project phasing; (c) delineation of project tasks;

(d) delineation of project components; (e) budget; and

(f) allocation of costs.

Project Organization

There would seem to be four alternatives (varying in degree of centralization) from which to choose for organization of the proposed project.

(a) one project, completely centralized, managed in a single location maintaining liaison with other centers of Canadian Studies activity;

(b) project design and management centralized but sub-projects in a number of centers commissioned: these sub-projects coordinated

and supervised by a project secretariat:

- (c) projects designed and managed in an autonomous fashion but sharing a common theme with a coordinating committee made up of the principal developers in the sub-projects, the committee serving to keep overlap of efforts to a minimum;
- (d) a series of independent projects, completely decentralized, carried on in a number of centers with no encompassing rationale or administrative coordination but with an information exchange.

From our discussions and our commitment to a mission orientation, it seems that the most effective form of organization would probably take on elements of alternatives (b) and (c). We see three organizational entities necessary to coordinate and manage the project: (i) a project advisory committee; (ii) a project secretariat;

and (iii) a number of project teams (perhaps four).

Advisory Committee. The Advisory Committee would meet probably twice yearly to review progress and to chart the direction of the project. It would be made up of ten to twelve persons who because of their position and expertise (not necessarily in education) can, through their advice, steer the project through to a successful conclusion.

It would be the responsibility of the steering group to suggest members for the Advisory Committee. The secretary of the Advisory Committee would be the full-time project director.

Project Secretariat. We recommend establishment of a small project secretariat staffed by a project director, an assistant director, and supporting personnel. The project director would chair a coordinating or policy committee made up of the directors of the project teams.

The responsibilities of the policy committee are:

- (a) coordinate and supervise the work of the various sub-projects;
- (b) facilitate communication among the various sub-projects and between the total project and the public-at-large, particularly the schools;
- (c) participate in the nation-wide network of Canadian Studies projects;
- (d) gather and disseminate relevant materials for use by the project teams;
- (e) refine and re-define (as necessary) the terms of reference of the project teams; and
- (f) develop and implement field testing, dissemination, and evaluative procedures.

Project Teams. These teams would be made up of teachers and university persons involved on a working,

day-to-day basis in such activities as the development and trial of methods and materials. The terms of reference for each team would be set by the advisory and policy committees. The director of each project team would be, in all likelihood, a university scholar and/or curriculum specialist released one-half to two-thirds time from his regular duties for his work in the Canadian Studies project. Graduate students, teachers with released time for project work, and university staff members acting as consultants would provide much of the manpower for the project teams.

An important staffing question remains, having to do with supporting technical assistance -- graphic design, layout, drafting, photography, and so on. Should each team have its own technical support staff? Should technical support be centralized in the project secretariat? Our view would tend toward the latter, at least in the

initial stages of the project.

Figure 1 presents a summary of the recommended form of project organization.

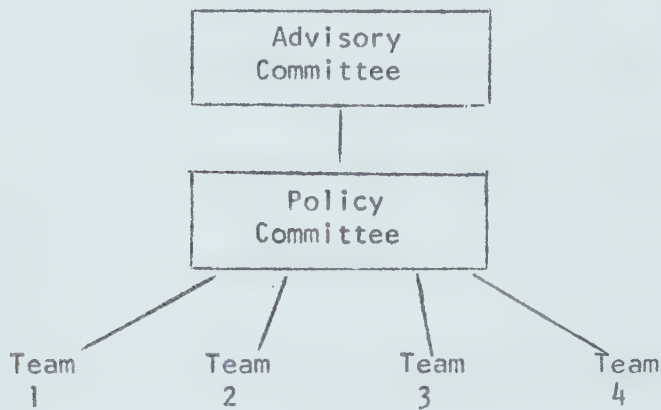


FIGURE 1
PROJECT ORGANIZATION

Project Phases. The following sequence of activities is suggested, assuming project funding early in 1970.

<u>Time Period</u>	<u>Activity</u>
PHASE I. January 1, 1970, to June 30, 1970.	1. Constitute the Advisory Committee; appoint the project director and the leaders of the project teams.
	2. Policy Committee meets to review and refine

<u>Time Period</u>	<u>Activity</u>
	the terms of reference for the project teams;
	summer workshops for the project teams
	planned.
Organizing the Project	3. Members of the project teams recruited; technical support staff hired; project office established.
	4. Communications procedures established; project newsletter planned.
	5. Consultants recruited to participate in the summer workshop; consultants advise on project guidelines.
PHASE II. July 1, 1970, to June 30, 1971.	1. Summer workshops where the project teams begin development of materials and procedures within the terms of reference set by the Policy Committee.
Development Phase	2. Trial, revision, and continued development

Time Period

Activity

by members of the project teams throughout the school year.

3. Establishment of communications and review procedures so that the work of the sub-projects can be coordinated, progress assessed, and products shared with the other teams.

PHASE III.
July 1, 1971,
to June 30, 1972.

1. Summer workshops where the work of the preceding year is assessed and extensive revisions are undertaken.
2. Training institutes for selected teachers and schools in an extended network of trial schools. (The network would be extended to additional schools in Alberta and British Columbia, and to selected schools in other provinces.)

<u>Time Period</u>	<u>Activity</u>
	3. Trial of revised materials and procedures; adaptation of program to the local conditions of schools in the extended network; assess- ment of these pilot dissemination efforts.
PHASE IV. July 1, 1972, to June 30, 1973.	1. Summer workshop for developers; second extensive revision of materials and pro- cedures, including assessment of the dis- semination procedures. 2. Summer training institutes for teachers in a considerably extended network of trial schools. 3. As in Phase III.
PHASE V. July 1, 1973, to June 30, 1974.	1. Incorporate revisions suggested by evaluation in Phase IV. 2. Large-scale dissemination through nation-wide pre-service and in-service teacher development

Time Period

Activity

programs, in cooperation with other Canadian
Studies projects.

PHASE VI.
July 1, 1974, to
December 31, 1974.

1. Wrap-up activities to consider the outcomes
of the project and directions for future
activity.
2. Publication of project results.

Project Tasks. A number of project tasks can be identified. These
are listed below, together with a preliminary assignment of res-
ponsibilities:

Task

Responsible Group

- | | |
|---|---|
| a. determination of terms of
reference for project teams
and overall project. | Policy Committee in consultation
with the Advisory Committee |
| b. development of the various pro-
ject components.* | each of the project teams will
have its defined area of responsibility |

*The substantive nature of the project components will be con-
sidered in the next session.

<u>Task</u>	<u>Responsible Group</u>
c. communication between project teams and between the project and other interested parties.	Policy Committee and the project central staff.
d. field testing; development of a design for evaluation of the work of the project; carrying out the evaluation.	project central staff in cooperation with the project teams.
e. dissemination of the project's products (including the design and establishment of institutes for teacher training).	project central staff executes decisions of Policy Committee.
f. final assessment of project outcomes.	Policy Committee in consultation with the Advisory Committee.

Project Components. In this section, project components will be de-

lineated. By a project component, we mean an activity which yields

findings or products essential to the total project. A project component

is closely coordinated with other project activities but can be assigned to an autonomous work group for development. However, each group must work within carefully specified terms of reference (which would be formulated cooperatively by the various work groups through the Policy Committee) and must meet deadlines established by the Policy Committee.

- a. inventory of curriculum work completed or under way related to the project theme (effects of urbanization).
- b. development of a materials resources center of curriculum and other materials which would be useful to the project teams (including the development of appropriate annotated bibliographies).
- c. inventory of available films and other audiovisual materials related to the project theme; identification of areas in which new audiovisual materials must be developed; development of outlines for required audiovisual materials; negotiation with the National Film Board, the Canadian

Broadcasting Corporation, and other agencies for their assistance in developing required audiovisual materials.

- d. outline of the training procedures necessary for teaching in an interdisciplinary program of urban studies; development of curricula for training teachers to use the urban studies methods and procedures (using a variety of modes -- summer and academic year institutes, in-service and pre-service); organization of appropriate institutes for project dissemination.
- e. development and assessment of field procedures and exercises which would take students out into their urban community for purposes of observation, analysis, and participation in civic affairs.
- f. compilation (and assessment of usefulness) of materials on local urban affairs; development of editing procedures by which such materials can be made useful for students and teachers; development of means (and contexts)

by which local materials can be used optimally by students;
working up of specifications for local materials resources
centers.

- g. (h., i., etc.) development of materials for a variety of
inductive approaches to studies of local communities
(e.g. Moore's "sample studies," case studies, simulation
games, etc.) suitable for various levels of student
maturity.

A project team (or the central project staff) may take on one or more
project components. Furthermore, a given component may be addressed
simultaneously by more than one project team. The rationalization
of team activities will be a continuing responsibility of the pro-
ject's Policy Committee.

Project Budget. At this point in the development of the proposal,
budgeting can be a very approximate exercise at best. However, a
sample budget is presented, covering Phase II of the project (July 1,

1970, to June 30, 1971) as a rough indicator of the project magnitude.

Budget notes are included so as to make explicit the assumptions on which the budget estimates are made. Estimates for the total (five-year) duration of the project will be provided in the final proposal.

BUDGET ESTIMATES

Phase II

(July 1, 1970, to June 30, 1971)

1. Personnel Costs

1.1 Project Office:

1.1.1 Director	\$ 18,000
1.1.2 Assistant Director.	9,000
1.1.3 Secretarial	4,000
1.1.4 Technical support staff	13,000

1.2 Project Teams:

1.2.1 Team Leaders.	40,000	
1.2.2 Released Time	60,000	
1.2.3 Graduate Assistantships	32,000	
1.2.4 Consultants	<u>15,000</u>	\$191,000

2. Travel and Subsistence

2.1 Project Office	\$ 3,000	
2.2 Project Teams,	<u>6,000</u>	9,000

3. <u>Supplies and Printing.</u>		25,000
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4. Conferences and Workshop

4.1 Summer Curriculum Workshop

4.1.1	Subsistence	\$ 10,000	
4.1.2	Honoraria.	25,000	
4.1.3	Travel.	<u>2,000</u>	\$ 37,000

5. Space and Equipment

5.1 Project Office

5.1.1	Space	\$ 4,000	
5.1.2	Equipment.	7,500	

5.2 Project Teams

5.2.1	Space	7,500	
5.2.2	Equipment.	<u>10,000</u>	29,000

6. Telephone and Postage. 2,500

7. Materials Acquisition. 2,500

TOTAL \$296,000

Budget Notes:

1.1.1 The Director would devote full time to the project. He

would be the equivalent of a senior associate professor.

1.1.2 The Assistant Director might be a graduate student seconded

to work full-time with the project.

1.1.4 This covers two full-time-equivalent technicians. The

skills include drafting, photography, layout, and graphic

design.

- 1.2.1 Four team leaders devoting two-thirds of their time to the project are assumed. Their salaries are estimated at the middle of the associate professor range.
- 1.2.2 The released time would cover contributions of teachers to the work teams. We assume 20 teachers released $1/3$ time throughout the school year at an average salary of \$9,000.
- 1.2.3 We estimate two graduate assistants working with each of the four project teams at an average stipend for twelve months of \$4,000.
- 1.2.4 We estimate 200 days of consultation time per year at an average daily rate of \$75.
- 2.1 This includes both staff travel and the expense of two two-day meetings of the advisory committee. Monthly meetings of the policy committee are budgeted for under category 2.2.

- 3 This figure is only a guess; it would include costs of the project newsletter, reproduction of materials, reports, and so on.
- 4.1.1 The estimate of subsistence is based on 20 days at \$15 per day for 30 of the 40 workshop participants (assuming the workshop is held at a center where some participants can live at home).
- 4.1.2 An honorarium of \$500 for each of the workshop participants is assumed; an additional \$5,000 is budgeted for consultants and instructors.
- 5.1.1 This is based on 1,000 square feet for the offices of the project secretariat.
- 5.2.1 This is based on 500 square feet for each of the four project teams.
- 6 Postage is estimated at \$2 per day; basic telephone at \$500 per year; \$1,000 per year long distance.
- 7 Curriculum materials from other projects; reports published by public and private agencies; and so on.

Allocation of Costs. The preliminary budget estimates presented above indicate that Phase II of the project would cost approximately three hundred thousand dollars. We now suggest a tentative allocation of these costs.

We envisage support for the project from the following sources:

Canadian Studies Foundation, Alberta Teachers' Association, British Columbia Teachers' Federation, several universities in Alberta and British Columbia, a number of cooperating school systems, and the Human Resources Research Council.

The following tabular summary is illustrative of the way in which costs might be shared:

	Canadian Studies Foundation	ATA and BCTF	Universities	School Systems	HRRC	Total
1. Personnel Costs						
1.1.1 Director	\$ 18,000					\$ 18,000
1.1.2 Assistant Director	9,000					9,000
1.1.3 Secretarial	4,000					4,000
1.1.4 Technical						
1.2.1 Team Leaders	20,000		\$20,000		\$13,000	13,000
1.2.2 Released Time				\$60,000		40,000
1.2.3 Assistantships			16,000		16,000	60,000
1.2.4 Consultants	15,000					32,000
						15,000
2. Travel and Subsistence	\$ 9,000					\$ 9,000
3. Supplies and Printing	\$ 15,000	\$ 5,000			\$ 5,000	\$ 25,000
4. Conferences and Workshops	\$ 37,000					\$ 37,000
5. Space and Equipment	\$ 11,500	\$ 5,000	\$ 7,500		\$ 5,000	\$ 29,000
6. Telephone and Postage	\$ 2,500					\$ 2,500
7. Materials Acquisition	\$ 2,500					\$ 2,500
TOTAL	\$143,500	\$10,000	\$43,500	\$60,000	\$39,000	\$296,000

CONCLUSION

It can be seen that a rather large curriculum development project is envisaged, yet in relation to many of the National Science Foundation course content improvement projects it is of modest scale. In organizational form, it is unique, combining elements of centralization and decentralization, and emphasizing the use of project teams in which teachers are centrally involved.

Appendix A

Members of the Steering Committee:

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* Attended the Calgary meeting, June 27-28, 1969.

